

**Grade 1 Math: Weeks 7-12 October 1- November 9
2012-2013**

Standards	*	Lessons	Teacher Notes											
1.OA.1- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Learning Target: I can solve addition and subtraction word problems within 15.	⊙	<i>To address KCAS, the following should be included in instruction:</i> Math Investigations: Unit 3 Sessions <ul style="list-style-type: none">1.1-1.82.1-2.33.1-3.54.1-4.8												
1.OA.3- Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i> Learning Targets: I can change the order of addends to make equal equations. I can change the grouping of whole numbers to make equal equations.	▶	GAP LESSONS <u>1.OA.3</u> <u>Fact Families</u> <u>Balancing Discoveries</u> <u>1.MD.3</u> <u>Time Barrier Game</u> <u>1.NBT.2</u> <u>Make 10 Bundles</u>												
1.NBT.1- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. Learning Target: I can start at any number and count up to 120. I can read and write numbers to 75.	⊙													
1.NBT.2- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). Learning Targets: (b) I can identify numbers from 11 to 19 as being made of one ten and some ones. (c) I can identify a multiple of 10 as some tens and 0 ones.	▶	<table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>1.OA.1</td><td></td></tr><tr><td>1.OA.3</td><td></td></tr><tr><td>1.NBT.1</td><td></td></tr><tr><td>1.NBT.2</td><td></td></tr><tr><td>1.MD.3</td><td></td></tr></table> Vocabulary: add, addition, putting together, adding to, counting on, making ten, subtract, subtraction, taking apart, taking from, compare, sum, unknown, equal, equation, ones, tens, hour, half-hour		Formative Assessment Opportunities		1.OA.1		1.OA.3		1.NBT.1		1.NBT.2		1.MD.3
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1.MD.3- Tell and write time in hours and half-hours using analog and digital clocks. Learning Target: <i>I can tell and write time to the hour and half-hour using digital and analog clocks.</i>	★ ▶	http://www.amathsdictionaryforkids.com/												

*Standard Progression